CCCC's Outcomes and Assessment Planning Guide, Checklist, & Outcomes Tables

Identifying Significant Outcomes	
Consider these questions when creating outcomes and assessments.	
How can you capitalize on your area's strengths?	**How can we improve each weakness?**
• What is your area's strongest assets? • What makes your area stand out from others? • What are special or unique offerings? • What works well?	• What is the area's greatest weakness? • In what areas do our competitors have the edge? • What necessary knowledge/expertise is missing? • What is not working right now?
How can we benefit from each opportunity?	**How can we mitigate each threat?**
• What is one event/occurrence/opportunity that could significantly improve the area's situation? • What opportunities are being considered? • What trends might impact the area?	• What is the competition doing that the area is not? • What are the serious risks to the area if it continues along its current path? • Can any threat be turned into an opportunity?

Outcomes and Assessment Planning Guide & Checklist

1. **Outcomes are SMART:**
   - ❏ **Specific** - Be clear about what your population needs to accomplish as well as when, where, or how. Use action verbs.
   - ❏ **Measurable** - Write your outcome so it is quantifiable and a target can be set.
   - ❏ **Achievable** - Know that the outcome is something that your area *could* accomplish.
   - ❏ **Realistic** - Make sure the outcome is practical. Can it be achieved in the three-year time frame and on your area's current budget?
   - ❏ **Time-Bound** - When will the outcome be done? Identify a specific time frame.

   Adapted from Chaffey College

2. **Outcomes format:**

   _____ will (be able to) _____ _____.

     (Population)   (Action Verb)   (Intended Result)

   Examples:
   - **Instructional Example 1:** Students will be able to cite legal resources in writing.
   - **Instructional Example 2:** Students will be able to demonstrate proficiency to interpret construction site/building plans for schedules, specifications, and compliance.
   - **Service Area Example 1:** Admissions will maximize testing operations so that testing resources are being used efficiently.
   - **Service Area Example 2:** Marketing will increase the distribution of news releases and photographs from the department.

Helpful Resources:
- [Bloom's Taxonomy](#) (Action Verbs)
- [Florida Curriculum Frameworks](#) (Health Sciences & CTE Outcomes)
- Google to discover Service Area Outcomes
    - Example: "Information Technology Outcomes" site:.edu

3. State the Program Outcome

- ❏ The **Program Outcome** is **copied** from the **I.A. - Service Area Mission & Goals** in the most recent **"Outcomes & Assessment Plan & Report"** tab.
- ❏ *Please contact IER if you need help developing Program Outcomes.*

4. Choose the Measure

The assessment tool is used to **measure** the outcome.

- **Instructional Examples:** Papers, Presentations, Lab Work, Projects, Chapter Exams, and Certification Exams
    - A **rubric** can be used as an assessment and can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment.
- **Service Areas Examples:** Processing Logs, Time to Completion Logs, Reports, Project Tracking (Excel), Questions on Official CCCC Surveys, Focus Groups/Interviews
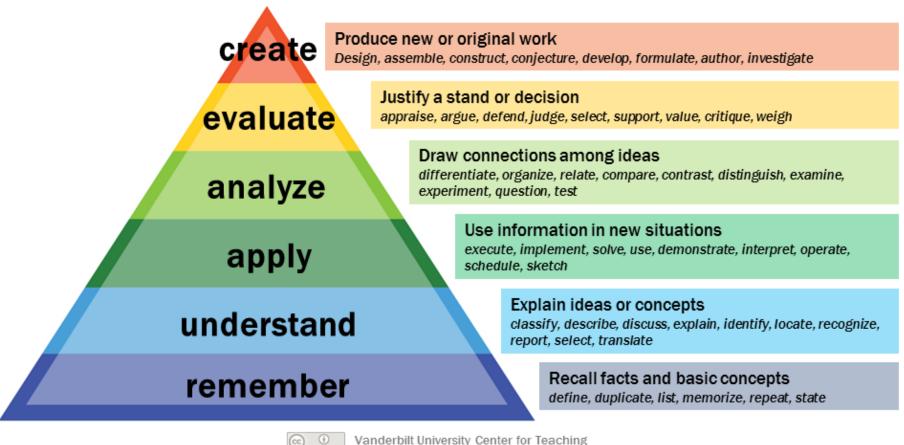
5. Choose Criteria

Criteria for success. In other words, how do you know when the outcome is met?

- **Instructional Example:** ____ % of students will receive a ____ % or better on the assessment.
- *For instructional areas, the criteria should be 80% (B) or higher on the assessment.*
- **Service Area Example 1:** 90% of students will wait no more than 20 minutes.
- **Service Area Example 2:** Increase distribution of marketing materials by 10% each year.
- **Service Area Example 3:** 93% of faculty and staff will report "Satisfactory" on the survey for Maintenance Services.

Bloom's Taxonomy (For use with Student Learning Outcomes)

One of the most widely used ways of organizing levels of expertise is according to *Bloom's Taxonomy of Educational Objectives*. Bloom's Taxonomy uses a multi-tiered scale to express the level of expertise required to achieve each measurable student outcome.

Bloom's Taxonomy

create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Bloom's Taxonomy - Knowledge Outcomes

Most Basic ⟶ **Most Sophisticated**

Remember (Knowledge)	Understand (Comprehension)	Apply (Application)	Analyze (Analysis)	Evaluate (Evaluation)	Create (Synthesis)
Retrieve relevant knowledge from long-term memory	Construct meaning from instructional messages. Including oral, written, & graphic	Carry out or use a procedure in a given situation	Break material into parts and determine how they relate to one another or to a structure	Make judgments based on criteria and standards	Put elements together to form a coherent or functional whole
Define	Compute	Calculate	Analyze	Appraise	Categorize
Describe	Convert	Classify	Arrange	Assess	Compile
Identify	Discuss	Complete	Combine	Compare	Design
Labels	Distinguish	Demonstrate	Design	Contrast	Generate
List	Estimate	Examine	Develop	Critique	Integrate
Match	Explain	Manipulate	Diagram	Determine	Modify
Outlines	Extend	Modify	Differentiate	Interpret	Plan
Quote	Give examples	Operate	Discriminate	Judge	Reconstruct
Recall	Paraphrase	Produce	Outline	Justify	Related
Recognize	Predict	Show	Relate	Measure	Reorganize
State	Rewrite	Solve	Select	Rank	Revise
Write	Summarize	Use	Separate	Rate	Summarize

Table adapted from Oregon State

Skills & Abilities Outcomes

Most Basic ⟶ **Most Sophisticated**

Observe	Model	Recognize Standards	Correct	Apply	Coach
Translate sensory input into physical tasks or activities. (Not used)	Able to replicate a fundamental skill or task.	Recognize standards or criteria important to perform a skill or task correctly.	Use standards to evaluate performances and make corrections.	Apply this skill to real life situations.	Able to instruct or train others to perform this skill in other situations.
Hear	Attempt	Check	Adjust	Build	Demonstrate
Identify	Imitate	Detect	Alter	Compose	Exhibit
Observe	Mimic	Discriminate	Change	Construct	Illustrate
See	Model	Differentiate	Customize	Create	Instruct
Smell	Reenact	Distinguish	Develop	Design	Teach
Taste	Repeat	Perceive	Improve	Originate	Train
Touch	Reproduce	Recognize	Modify	Produce	
Watch	Show	Select	Revise		

Table adapted from the work of Janet Fulks and Kate Pluta, Bakersfield College.